

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments 6-8	Performance Benchmarks/Assessments 9-12
				<i>Grade 6 Section</i>	
2-3 months	Let's Introduce Ourselves	Ask someone's name and say yours	7.1.A.1,2,4 7.1.B.4	Read scripted dialogue. Write short skits introducing a friend/teacher expressing appropriate greeting	Greet appropriately for tu/usted and time of day. Introduce person to third party and respond accordingly
		Ask how someone is and say how you are	7.1.A.1,2,4 7.1.B.4	Given phrases, draw faces or skits reflecting emotions, health, and wellness.	Interact with others in scripted conversations (emotions, health and wellness)
		Introduce people and say where they are from	7.1.A.1,2,4 7.1.B.4 7.2.A.2 6.1	For familiar places, ask and answer origin. Recognize Spanish-speaking countries	Ask and answer where others are from—demonstrate understanding of the Spanish-speaking world (geography).
				*Addition of professions appropriate, time permitting.	
		Give phone numbers, weather, the time, the date, and the day. Complete basic math problems (using ser)	7.1.A.5 7.1.C.2 5.10.A.1	Question classmates to obtain personal information, complete basic math (distances, addition, subtraction, multiplication).	Categorize information: days & dates into seasons, before and after patterns. Complete math word problems.
		Spell words and give e-mail addresses	7.1.A.1,4 8.1	Spell common items from dictation or picture, play scrabble with vocabulary	Spell unknown words by dictation
				*Above activities require use of interrogatives (know common question words). **Additionally, the first unit requires emphasis on pronunciation, inflection, and frequent practice of clear diction. Include exposure to accentuation rules.	
		Culture Country: Spain	7.2.A.1,2,4 7.2.B.2 6.1, 8.1 3.5.C.1,2	Create overall brochures hard copy or powerpoint	Choose specific Spanish event for powerpoint

			7.2.A.1,2,4 7.2.B.2, 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Getting to Know You	Describe people	7.1.A.3 7.1.B.3,4 7.1.C.2	Describe celebrities. Create monsters (read & recreate orally with partner)	Compare and contrast selves to friends. Describe classmates in second and third person
			7.2.A.1,2,4 7.2.B.2	*Optional addition of colors and clothing to enhance descriptions *Monitor use of adjective placement and agreement	
		Ask age and birthday. Include year of birth.	7.1.A.3,5 7.1.B.3,4 7.1.C.2	Complete chart with classmates' age, birthday, and description (organize by birthday)	Use ser appropriately to create birthday wall with post-its for Q&A activity
		Talk about likes/dislikes (food, sports, daily activities)	7.1.A.1,3 7.1.B.1,3,4	Respond to picture prompts on whiteboards & 4 Corners activities	Connect descriptions to likes/dislikes: given descriptions, choose appropriate likes
		Describe things using degree of like/dislike	7.1.A.3 7.1.B.3,4 7.1.C.2	Describe class activities and objects	Students will describe class subjects and common life objects
		Culture Country: Puerto Rico	7.2.A.1,2,4 7.2.B.2 6.1	Create Venn diagram comparing Spain to PR	Compare indigenous and conquistador elements of PR
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Paws & Claws: Introduction to Animals and Adjectives	Identify Animals: Wild, Farm, and Domestic	7.1.A.3 7.1.B.3,4 7.1.C.2	Role play a trip to zoo/farm/pet store.	N/A

		Demonstrate sound made (in target language)	7.2.A.1,2,4 7.2.B.2	Given picture, perform charades (including sound). Sort animals into categories (given sound, picture, or teacher story/scenario).	N/A
		Describe animals using ser (estar if appropriate)	7.1.A.3,5 7.1.B.3,4 7.1.C.2	Teacher AND student will create and solve animal riddles. "I am orange and black, I eat other animals, I live in Africa."	N/A
			7.1.A.1,3 7.1.B.1,3,4	*Monitor use of adjective placement and agreement	
		Describe animal actions (using regular verbs)	7.1.A.3 7.1.B.3,4 7.1.C.2	Narrate an Animal Planet/ Discovery Channel documentary	N/A
		Culture Country: Continue Overview of Spanish-speaking World	7.2.A.1,2,4 7.2.B.2 6.1	Sort animals into countries of origin.	N/A
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Professions around the Town	Identify basic professions	7.1.A.3 7.1.B.3,4 7.1.C.2	Role play an interaction between two professionals.	N/A
				Conduct an interview between employer and future employee. Conduct an interview for the media (newspaper article, TV promo/show).	

		Identify places of business around town	7.2.A.1,2,4 7.2.B.2	Create an original city. Give a tour of the city to a newcomer/ create a dialogue between tourist & tour guide.	N/A
		Discuss location of businesses/people (estar). Remember to include address.	7.1.A.3,5 7.1.B.3,4 7.1.C.2	Give directions to a lost traveler: "Where is the bank?" "It's on South Street, next to the barber shop."	N/A
			7.1.A.1,3 7.1.B.1,3,4	**Additional materials/activities can be found in yellow Spanish is Fun book.	
		Culture Country: Continue Overview of Spanish-speaking World	7.1.A.3 7.1.B.3,4 7.1.C.2	Discuss cultural differences in writing addresses, driving signs, and specialty shops.	N/A
			7.2.A.1,2,4 7.2.B.2 6.1	Use internet to complete virtual "tours" of chosen countries. After research, role play as tour guide.	N/A
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	

Time Frame:	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments 6-8	Performance Benchmarks/Assessments 9-12
				<i>Grade 7 section</i>	
2-3 months	Our Free Time	Talk about what you and others like to do (gustar)	7.A.1,2,3 7.1.B.1,2,3	Demonstrate recognition of words in TPR form & kinesthetic verb activities (charades, verb walks)	Tie likes and dislikes to personal characteristics, tie wants to likes & personalities
		Talk about what you want to do (querer)	7.A.1,2,3 7.1.B.1,2,3	Read likes and wants to students. Have them illustrate/create a calendar of daily school activities	Orally describe and create an agenda for a given personality (activities of movie star, child, adult, neighbor)
		Talk about everyday activities (AR verbs)	7.A.1,2,3 7.1.B.1,2,3	Q&A verb discovery: direct and indirect questions to introduce verb parts, Speed and Accuracy Charts	Match stems to endings for AR verbs
		Say how often you do things (adverbs of frequency)	7.1.A.1,2,3 7.1.B.1,2,3	Create frequency chart (Encuentra Alguién)	Answer questions: differentiate daily versus occasional activities
		Weather Expressions	7.1.A.1,3,4 7.1.B.1 7.2.A.2 5.10.A.1	Matamoscas weather by seasons and months	Given weather, students will provide appropriate activities
		Culture Country: Texas	7.2.A.1,2,4 7.2.B.2 6.1, 1.1 3.5.C.1,2	Answer: why is Texas in the book? Compare NJ & TX	Explore Tex-Mex, Tejana music, Río Grande culture
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	

			7.2.B.2 5.10.A.1	Discuss differences of weather/seasons in Spanish-speaking countries based on geography	
2-3 months	Going to School	Say what you have and need	7.A.1,2,3 7.1.B.1,2,3	Work with given list of school supplies to state have & needs	Link school needs to specific classes
		Talk about classes (include adverbs of sequence)	7.A.1,2,3 7.1.B.1,2,3 1.1	Role play as guidance counselor, teacher, student to develop schedule for new student. Problem-solve with class likes and dislikes. Create a school map with extended vocabulary	Role play as new and experienced students; class needs, class descriptions, teacher description. Create & fill-in a schedule based on open-ended questions
		Talk about plans	7.A.1,2,3 7.1.B.1,2,3	Use irregular verbs to discuss school activities, weekly/weekend plans	Develop plans for weekday and weekend based on given schedule
		Invite someone to do something (regular & irregular ER/IR verbs)	7.A.1,2,3 7.1.B.1,2,3	Practice question words and tag questions in role-play scenarios	Use irregular verbs and idiomatic expressions to accept or deny invitations
		Use indefinite articles and frequency words to discuss school activities	7.A.1,2,3 7.1.B.1,2,3	Compare definite and indefinite articles in Venn chart form, discuss frequency of activities in dialogue and sentence completion	Discuss near future activities and the frequency of them, Q&A with near future extension
		Culture Country: Costa Rica	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 5.10.A.1	Compare CR schools to US schools: paragraph & debate	Discuss eco-tourism and the importance of education in CR
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts involving interviews with the people and focusing on the culture of the country (special emphasis on environmental concerns, endangered species, and government involvement).	

2-3 months	Let's Meet the Family	Describe people and family relationships	7.A.1,2,3 7.1.B.1,2,3	ID family members by description, complete brainteasers with extended (step, in-law) family vocab	Describe family photos physically, personally, and in relationship
		Talk about where you and others live	7.A.1,2,3 7.1.B.1,2,3	Q&A interviews to develop conversations about houses & location	Describe pictures of houses—state locations
		Talk about your responsibilities	7.A.1,2,3 7.1.B.1,2,3	Create chore & house map (what I do/don't do: negation)	Link activities/chores to rooms in the house (stating and negating activities & preferences)
		Use possessive adjectives with family members	7.A.1,2,3 7.1.B.1,2,3	State possession of items, use adjectives in family brainteasers	Use possessive adjectives to discuss activities and chores
		Use stem-change verbs and estar to discuss activities and location of objects	7.A.1,2,3 7.1.B.1,2,3	Given a picture, students will identify location of objects, respond physically to location prompts	Students will TPR location and activities, identify action and situation in dictation/reading
		Culture Country: Chile	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 5.10.A.1	Discuss geographic implications of Chile's length: impact on culture	Focus: pronunciation & accent, slang, accent, European influence, industry/ecology balance, Easter Island mystery
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people. Selection should include exposure to the poetry of Neruda and Mistral.	
			*7.2.B.1 applies to every goal		
2-3 months	What's for Dinner?	Comment on food & table settings: preferences, tradition	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2	Identify food vocabulary through matamoscas, scrabble, categorize food menus by time of day	Utilize appropriate vocabulary through varied requests and responses (pedir, ser, estar)

		Give and take an order and make polite requests	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2	Order a scripted dialogue. Identify requests verses options (recognize pedir, ser, estar)	Spontaneous, situational dialogue between waiter and customer
		Talk about meals (tradition, nutrition)	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2 6.1	Compare traditional foods of previous & current culture countries	Create a Spanish food pyramid (2 variations: ideal, reality)
		Offer help and give instructions	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2	Problem solve via dialogue: resolve issues in a restaurant	Ask for help, receive help from partner, employ advice given (follow structure of previous chores learning)
		Use direct objects and direct object pronouns	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2 8.1	Replace (food) nouns with appropriate direct objects in sentences and requests	Write instructions for a favorite recipe in Spanish: in second revision, replace nouns with direct objects.
		Give affirmative informal commands (teaching necessary accents)	7.1.A.1,3,5,6 7.1.B.1,3,4 7.2.A.4 7.2.C.2	In scripted scenario, a head waiter will delegate responsibilities to his staff.	Parent gives instructions to children: children will TPR according to direction
		Culture Country: Mexico	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Emphasis on art and culture of indigenous people—how culture impacts foods	Emphasis on indigenous cultures, city vs. country conflict
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
At any appropriate time, students can use Expresate Lab, which has been installed into the appropriate lab room: students may need to bring personal headphones					

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCCS	Performance Benchmarks/Assessments 6-8	Performance Benchmarks/Assessments 9-12
				<i>Grade 8 Section</i>	
2-3 months	Health & Well-Being	Talk about your daily routine (grooming & wellness activities—include body parts)	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Mime activities in charades, TPR, respond orally to pictures, create daily morning/evening schedule	Respond to picture prompts, compare and contrast routines of classmates & family members, male/female differences
		Talk about staying fit and healthy	7.1.A.1,2,3,4,5 7.1.B.1,2,3 5.10.B.2	Create an exercise routine/regiment	Discuss impact of weight and exercise on healthiness: adapting lifestyle to expert advice
		Talk about how you feel	7.1.A.1,2,3,4,5 7.1.B.1,2,3 5.10.B.2 1.1	Role play common illnesses in visit to nurse's office	Role play emergency illnesses with doctor/hospital visits
		Give advice regarding nutrition and exercise	7.1.A.1,2,3,4,5 7.1.B.1,2,3 5.10.B.2	Interview classmates regarding current diet & exercise	Discuss healthy foods, impact on exercise lifestyle
		Use negative informal commands regarding food and exercise	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Create original conversation with unhealthy classmate: things to do and avoid to improve health	Spontaneous conversation regarding good and bad advice, create Goofus & Gallant comic strips to reflect opposites
		Use object and reflexive pronouns	7.1.A.1,2,3,4,5 7.1.B.1,2,3	Expose students to basic activities: select when given multiple choice of pronouns	Differentiate between object and reflexive pronouns when given multiple choice options

		Culture Country: Argentina	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 8.1	Culture focus: dances, gauchos, geographic variations between city/country	European influences on architecture, government (Perón) and education
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	What to Wear, When & Where	Ask for and Give Opinions on Clothing	7.1.A.1,2,3,5 7.1.B.1,2,3,4	Respond to picture prompts with likes, dislikes, scripted phrases. Create a commercial advertising a store.	Match description of fit, fashion with picture of clothing
		Describe articles of clothing	7.1.A.1,2,3,5 7.1.B.1,2,3,4	Match color, cost, size, material of specific clothing, create clothing fashion show	Match descriptions to clothing (grammar provided), discuss variations of countries
		Compare articles of clothing	7.1.A.1,2,3,5 7.1.B.1,2,3,4 1.1	Using costs, material, fashion/style, fit, students will choose a preferred garment (más/menos/tan)	
		Discuss various kinds of stores and items offered	7.1.A.1,2,3,5 7.1.B.1,2,3,4 7.1.C.3	Create a mall map. Identify which stores you frequent and what items you purchase there. Detail one store.	Identify which stores they need, given a list of items, discuss preferences in shopping (with others, source of funds)
		Ask for and offer help in a store	7.1.A.1,2,3,5 7.1.B.1,2,3,4 1.1	Role play between a customer and retailer	Contrast monetary units, style and size of clothing
		Say where you went and what you did (shopping)	7.1.A.1,2,3,5 7.1.B.1,2,3,4	Given scenario, discuss experience at mall/store with friend, clerk, parent.	Compare and contrast costs, style, size in varying countries through preterite

		Culture Country: Florida	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1 1.1	Compare FL to TX: cultural differences (Panama Disney)	Discuss explorers, St. Augustine, Cuban influence on music
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Let's Celebrate	Talk about party plans	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Dialogue with classmates regarding party preferences (most recent birthday)	Extend, accept, and/or deny invitations to various kinds of parties. Give a reason.
		Discuss culturally authentic parties	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2 6.1	Identify holidays	Compare and contrast holidays in latino world with NJ world
		Discuss PAST and PRESENT holidays	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2 6.1	Sort given list of holidays into customs: my family verses that of my classmate: culture of common activities	Take a given party plan in present tense: students will re-create in preterite and near future
		Prepare for a party	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Students will write party commands to clean, set up, buy food.	Create a calendar of events (week-long) to prepare for a party.
		Discuss party etiquette	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Assign responsibilities during a party, introduce people to new friends.	Role-play a problem solve: one member does not complete assigned tasks: how is the party affected? What must happen?
		Use present progressive to narrate ongoing activities	7.1.A.1,2,3,5,6 7.1.B.1,2,3 7.1.C.1,2	Given a picture prompt, students will narrate	Relay events of party to friend who is not present

		Culture Country: República Dominicana	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Choose one event and plan a party to celebrate it	Discuss variance in levels of education, respect, indigenous vs. European conflict
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
2-3 months	Let's Travel	Ask and Give Travel Information	7.1.A.1,2,3,5,6 7.1.B.1,2,3,4 7.1.C.1,2 1.1	Engage in airport role play (travelers and travel assistants—flight attendants, information desk).	Create detailed travel plans, including packing, flight, and customs information.
		Remind & Reassure Fellow Travelers	7.1.A.1,2,6 7.1.B.1,3,4 7.2.A.1,2,4 7.2.B.2 8.1	Remind fellow travelers of necessary steps to travel	Virtual travel to Perú—remember the climate, altitude, amenities, and security concerns.
				*These activities require use of direct object pronouns. “Did you remember the <i>money</i> ?” “Yes, I remembered <i>it</i> .”	
		Talk about a Trip	7.1.A.1,2,6 7.1.B.1,3,4 7.1.C.1,3 1.1	Discuss a past vacation with classmates. Create a children's book based on your adventure.	Compare and contrast past vacations with partner and classmates. Use a checklist to determine similarities & differences.
				* These activities require use of preterite tense, including -car, -gar, -zar, ir and hacer	
		Express Hopes and Wishes	7.2.A.1,2,4 7.2.B.2	Your parents are planning a boring trip. Tell them what YOU want to make it better.	Read travel description of 2-3 places in Perú. Choose which you prefer to visit; explain why.

		Informal Commands, Including Spelling-change, Irregular Verbs	7.1.A.1,2,6 7.1.B.1,3,4 1.1	Role play as a parent—tell your child how to prepare for the trip ahead.	Given a list of travel infinitives, decide which are affirmative & negative: bring your toothbrush/ don't forget your teddy bear.
		Verbs + Infinitives	7.1.A.1,2,6 7.1.B.1,3,4 1.1	Write a postcard including as many activities as possible.	Write a comic strip illustrating what you want to do on vacation (or write captions for a given cartoon).
		Culture Country: Perú	7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Study the impacts of the Incan culture on Perú today.	How does Perú's geography affect culture and history?
			7.2.A.1,2,4 7.2.B.2 3.5.C.1,2 6.1	Read and respond to authentic texts regarding culture of the country and interviews with the people.	
			*7.2.B.1 applies to every goal		
At any appropriate time, students can use Expressate Lab, which has been installed into the appropriate lab room: students may need to bring personal headphones					